

Year 3 Curriculum Evening 2023



The aim of the session:



- To introduce you to the Year 3 team.
- To give you an overview of your child's year ahead in Year 3.
- To give you an insight into aspects of your child's learning.

East Sheen Primary School

School Vision

The logo of East Sheen Primary School, featuring a stylized orange and red flame or flower-like shape.

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

- **curiosity and love for learning**
- **collaboration and kindness**
- **creativity and enthusiasm**
- **resilience and achievement**

Transition to KS2



- **Independence**
- **Change to the school day and week**
- **New 'subjects' – French / swimming**
- **Subjects taught by specialist teachers**
- **Weekly homework**

Swimming lessons

- Lessons are planned to be every Wednesday morning at Putney Leisure Centre.
- 20 weeks for each class spread over 2 terms.
- 3 groups
- 2 DBS checked parent helpers needed each week
- Kit



Year 3 Curriculum Grid



Year: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Roald Dahl texts Character description Performance Poetry Instructions	Rainforest non-fiction texts. Non-fiction writing	Charlie and the Chocolate Factory. Describing a setting.	Stig of the Dump/Stone Age Boy Narrative	Greek Myths/ Aesop's Fables Narrative Newspaper report	
Maths	Number: Place value, Addition and Subtraction, Multiplication and Division.		Number: Multiplication and Division, Fractions. Measurement: Length & perimeter, Mass & Capacity		Number: Fractions. Measurement: Time, money. Geometry: Properties of shape. Statistics.	
Science	Animals including humans.	Forces and Magnets.	Rocks and Soils.	Growing Plants.	Light and shadow.	We are astronomers.
Computing	Networks and the Internet	Programming: Scratch	Emailing	Inside a computer	Creating media: video trailers	Data handling: Top Trumps
History			Prehistory -----> Stone Age to Iron Age		Ancient Greece ----->	
Geography	The UK	Tropical Rainforests				
PE	Swimming & water safety				Athletics skills & activities	Striking & fielding - rounders
RE		Christianity		Humanism		Sikhism
PSHE	Being me in my world. Celebrating difference.	Say no to bullying	Dreams and goals. Healthy me. Safe walking scheme		Relationships Changing me.	
Art and Design & Technology	David Hockney landscapes. Giuseppe Archimboldo/ food sculpture/sketching and watercolour fruits .	Archimboldo group watercolour paintings/ Chalk pastel Rainforest animals. Rousseau	Cave paintings Roundhouses Stonehenge art	Packaging – confectionery/ chocolate boxes	Edvard Munch – The Scream Greek Vases	Pneumatic toys – moving monsters
Modern foreign language (MFL) - French	Animals-indefinite articles- sound (ou); ask and say if you have a pet; numbers 1-20; saying how old you are; talking about stereotypes		Family members- possessive articles; Ask and say if you have a sibling; Easter in France; Consolidation and assessment.		Revise Parts of the body/face- definite articles; Revise colours; Describe your hair/eyes; Days of the week; Impressionist painters; consolidation	
Music	Exploring descriptive sounds and rhythmic patterns.		Exploring arrangements and pentatonic scales.		Exploring sound colours and singing games	
Trips & events	The Living Rainforest		Butser Ancient Farm		Ancient Greek Workshop Greek Day	

The year ahead – topics and trips.

- **Autumn term – The UK** (Geography focus)

Rainforests (Geography focus)

Kew Gardens – (Rainforest workshop)

- **Spring Term** – **Stone age to Iron Age** (History focus)

Butser Ancient Farm

(Mar tbc)



- **Summer** – **Ancient Greece** (History focus)

Greek day/ workshop



A 'sample' weekly timetable, assuming class swimming:

Master Year 3 Timetable: Autumn Term 2022


	8:50				11:00		13:15 15:20		
Monday	9:10 Times tables test	(9:30-10:45) Mathematics	10:30 KS2 Singing	Break	11:00 English	Lunch	< ----- 3C/3G – Topic 3CS - Science	Library SPAG (3C/3G)	Class story
Tuesday	Guided reading	Mathematics	KS2 Assembly	Break	English	Lunch	3C/3G – Science 3CS Art /SPAG		Class story
Wednesday	9:10- 11:00 (swimming lessons: 10:00, 10:30, 11:00) ←-----Swimming-----→				Guided reading	Hand- writing Class Story	Lunch	Mental Maths	Maths Whole School Assembly
Thursday	Spellings	(9:35-10:25) Mathematics	Break		English	Lunch	1:15- 2:00/2:00-2:45 3G – French/Computing 3C – Computing/Music 3CS – Music/ French	2:45 Guided Reading (and hand out homework)	Class story
Friday	Guided reading	3C/3G ART (3CS– Topic)		Break	PSHE/ RE	Lunch	Class story 1:30-2:15 3G- Music 3C – French 3CS - Computing	2:15-3:15 NS Sport	

The weekly timetable is open to change for special events / themed days or weeks and in the summer term.

Reading



STUDENTS WHO READ:

 20 minutes


PER DAY

3,600 minutes per school year
1,800,000 words per year



SCORE IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 5 minutes


PER DAY

900 minutes per school year
282,000 words per year



SCORE IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 1 minute

PER DAY

180 minutes per school year
8,000 words per year



SCORE IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

Reading

Two reading books in their colour.

Please write in reading records.



Reading



DEFINE

Explain the meaning of words in context.



INFER

Combine evidence and background knowledge to form a conclusion.



RETRIEVE

Extract information from a text.



PREDICT

Use evidence from a text to suggest what might happen next.



SUMMARISE

Retell the most important parts of a text in a short and clear form.



ANALYSE

Identify how content and word choice contribute to meaning.

Renaissance Learning



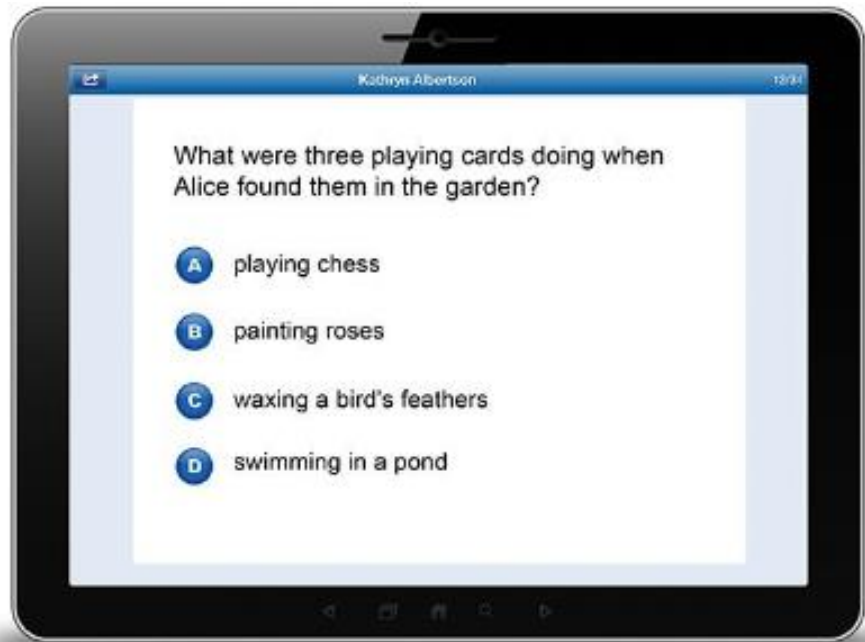
Star reading assessment every half term.

A range of book levels recommended for each student based on their reading ability
The student has free rein to choose books from within their entire ZPD range



ZPD (Zone of Proximal Development) used to choose books.

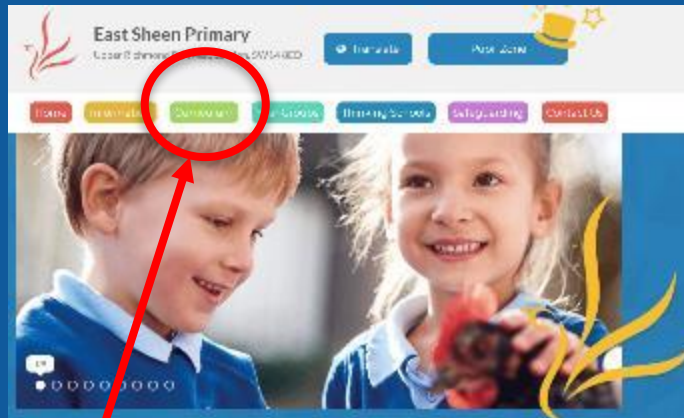
Renaissance Learning



Children quiz on their book to earn points.

Quiz data helps us to assess a child's reading progress.

How to help your child in maths



Useful documents:

Maths - ESPS 3i Progression Grid

PDF File



Key Instant Recall Facts (KIRF) Whole School Overview

PDF File



KIRF Handbook

PDF File



ESPS Mathematical Vocabulary

PDF File



ESPS - Progression in Mental Calculations 2020

PDF File



ESPS Mastery Calculation Policy 2020

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The National Curriculum in England for Mathematics

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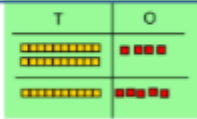
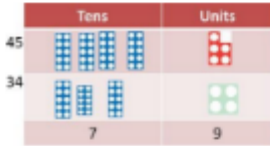
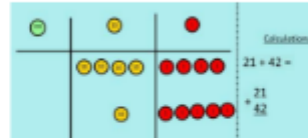

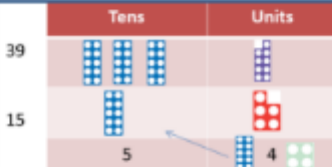
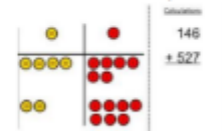
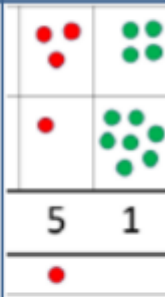


Maths Mastery Evening 2023







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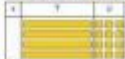

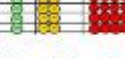

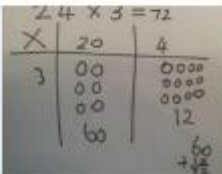
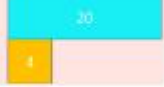



Y3 ADDITION +


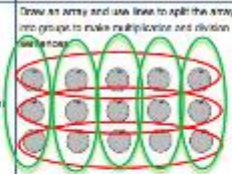



Objective & Strategy	Concrete	Pictorial	Abstract
<p>Column Addition—no regrouping</p> <p>Add two or three 2 or 3-digit numbers.</p>	<p>Model using Dienes or Numicon</p>  <p>Add together the ones first, then the tens.</p>   <p>Move to using place value counters</p>	<p>Children move to drawing the counters using a tens and ones frame or hundreds tens and ones frame.</p> 	$\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$ <p>Add the ones first, then the tens, then the hundreds.</p>
<p>Column Addition with regrouping.</p>	 <p>Exchange ten ones for a ten, or ten tens for one hundred. Model using Dienes, Numicon and pv counters.</p> 	 <p>Children can draw a representation of the grid to further support their understanding, exchanging the ten, <u>underneath</u> the line</p> <p>Bar models, with missing numbers and related fact families</p>	$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$ <p>Start by partitioning the numbers before formal column to show the exchange (s).</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$

Y3 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping	 $47 - 32$ Use base 10, or counters, or Numicon to model, physically remove first the ones, then the tens – move to 3-digit.	 Draw representations to support understanding.	$47 - 32 = 15$ $\begin{array}{r} 47 \\ - 32 \\ \hline 15 \end{array}$ Intermediate step may be needed to lead to clear subtraction understanding. 
Column subtraction with regrouping	 $45 - 29$ Begin with base 10 or Numicon. Move to place value counters, model exchange of a ten into ten ones (a hundred into ten tens).	$45 - 29$ Tens 1 Ones 	$45 - 29 = 16$  Begin by partitioning into place values.

Objective & Strategy	Concrete	Pictorial	Abstract						
Grid method 2 digit x 1 digit Then move towards 3 digit x 1 digit	<p>Show the links with arrays to first introduce the grid method.</p>  <p>Move onto base ten to move towards a more compact method.</p>  <p>Move on to place value counters to show how we are finding groups of number. We are multiplying by 4 so we need 4 rows.</p>  <p>Fill each row with 126</p>  <p>Add up each column, starting with the ones making any exchanges needed</p>  <p>Then you have your answer.</p>	<p>Children can represent their work with place value counters in a way that they understand. They can draw the counters using columns to show different amounts or just use the circles in the different columns to show their thinking:</p>  <p>Bar models are used to explore missing numbers</p> <p>$4 \times \square = 20$</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid</p> <table border="1"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>$210 + 35 = 245$</p>	x	30	5	7	210	35
x	30	5							
7	210	35							
			<p>Objective & Strategy</p> <p>Division with arrays (as grouping)</p>  <p>With division an array and thinking sentence that</p> <p>Eg. $15 \div 5 = 3$</p> <p>$15 \div 3 = 5$</p>						

Y3 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Division with arrays (as grouping)	 Link division or multiplication by creating an array and thinking about the number sentences that can be created. Eg. $15 \div 5 = 3$ $5 \times 3 = 15$ $15 \div 3 = 5$ $3 \times 5 = 15$	 $15 \div 5 = 3$ $15 \div 3 = 5$	Find the inverse of multiplication and division sentences by creating a linking number sentences. $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$
Division as grouping	Use value counters, objects or place value counters to aid understanding.  Is divided into groups of 4. $96 \div 3 = 32$ 	Continue to use bar modelling to solving division problems.  $20 \div 5 = ?$ $5 \times 4 = 20$	How many groups of 6 in 24? $24 \div 6 = 4$

Y3 DIVISION

Key Instant Recall Facts (KIRFS)

YEAR 3

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
I know all number bonds to 20 and can use number bonds to derive pairs of numbers that total 100 e.g. $64 + 36 = 100$	I know multiplication and division facts for the 2, 5 and 10 x tables	I know the multiplication and division facts for the 3 times tables	I know multiplication and division facts for the 4 times tables	I know multiplication and division facts for the 8 times tables	I can tell the time to the nearest minute (analogue & digital) on 12 and 24 hour clocks

PSHE and Relationships Education



The mindful approach to PSHE

What is included? Relationships Education

By the end of primary school pupils should know:

Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

Caring friendships

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

Respectful relationships

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying, impact and how to get help
- Stereotypes and their impact
- Permission seeking

Online relationships

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

Being safe

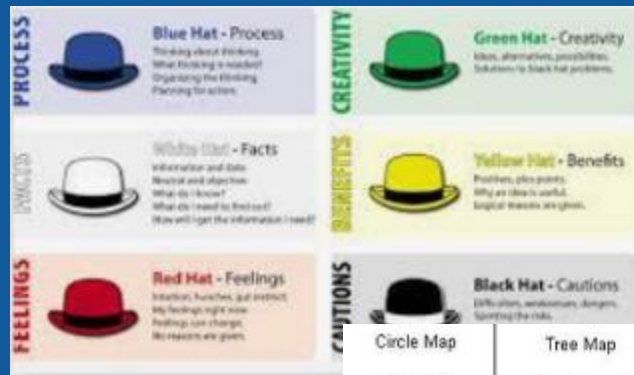
- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

Changing Adolescent Body (Health Ed.)

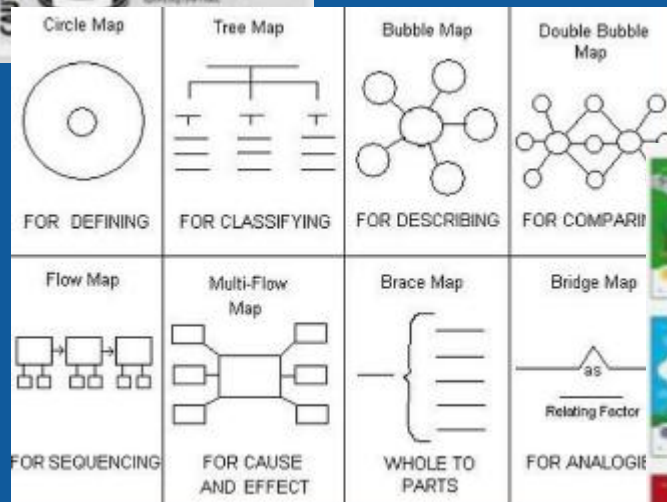
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.

Thinking school tools:

- Hats



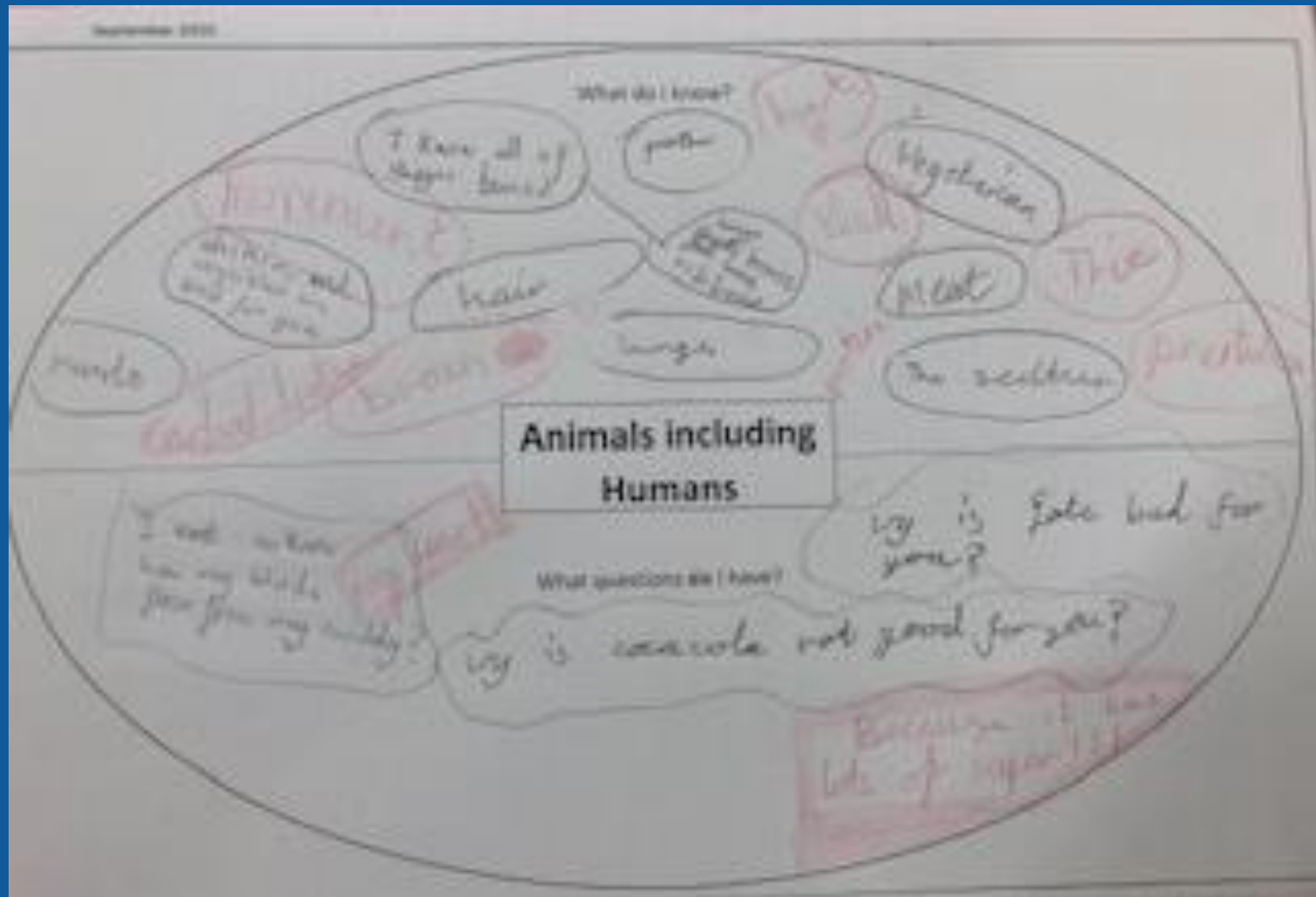
- Maps



- Habits of Mind



To illustrate use of thinking maps:



Environmental focus



Homework

Maths

- **Times table tests** every Monday, letter to follow

Websites such as **Hit The Button** and **Times Table Rockstars** are useful for daily practice

- **MyMaths** homework will be set on **Thursdays** (this will not be every week)

English

- **Spellings** set every Thursday on EdShed
- **Reading** every night (20 minutes)

Login information will be provided on stickers in your child's reading record.

PE kits

- **Wednesday** – swimming
- **Friday** – NS SPORT

Children come into school wearing PE kits and can wear them all day

- ESPS blue collarless T-shirt
- Black or blue shorts/tracksuit bottoms
- ESPS jumper/fleece
- Trainers



Contact us



Claire Crichton



Emily Goodwin



Amy Spikereit



Emily Chaplin



Lea Heron

info@eastsheen.richmond.sch.uk